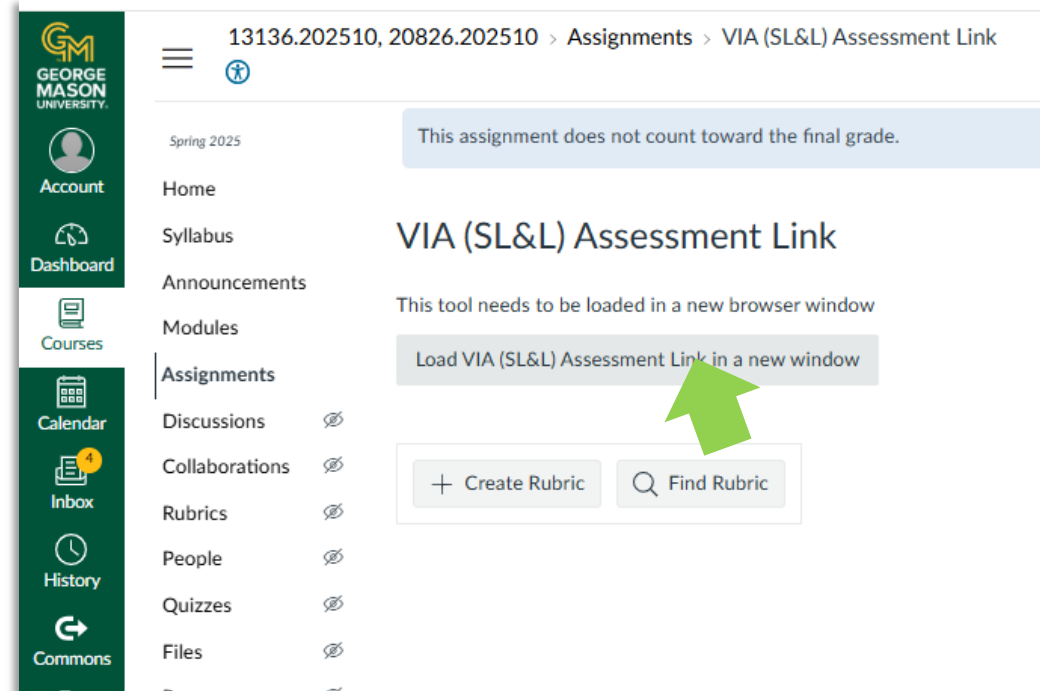


# Accessing VIA through Canvas



You will login to VIA/SLL from the link, that your instructor will set up, on your Canvas course page.

“Single Sign On” means *you do not need to enter a password*. **CLICK** directly on the link to login. For support email [viahelp@gmu.edu](mailto:viahelp@gmu.edu).

# Your VIA/SLL Progress Page

The screenshot shows a web browser window with the URL bar displaying 'watermark Student Learning & Licensure' and 'George Mason University'. The page title is 'Progress' and the subtitle is 'View all of your open Sections and Activities.' The 'Progress' link in the left sidebar is circled in green. The main content area has tabs for 'COURSES' and 'TIME LOGS'. Below the tabs are filters for 'Filter by' (All Terms, All Course Sections) and 'Sort by' (Start Date - Descending). The course list includes:

Course Title	Term	Status	Due Date
FA24 Special Ed Adapted Graduate Internship Surveys 002 & 003	202470	Not Started	Due in 30 days
Special Ed Undergrad Internship Surveys EXAMPLE COURSE			

Each course entry includes a 'VIEW DETAILS' button and a 'Time Logs' link. The first course entry also lists instructors: Kristen O'Brien and Tracy Teacher.

Each time you click on an access link you will be brought to your Progress Page in VIA/SLL. Here you will see a list of courses you are currently enrolled in, as well as those from previous semesters.


# Submit Work (1)

First, **CLICK** on a course.



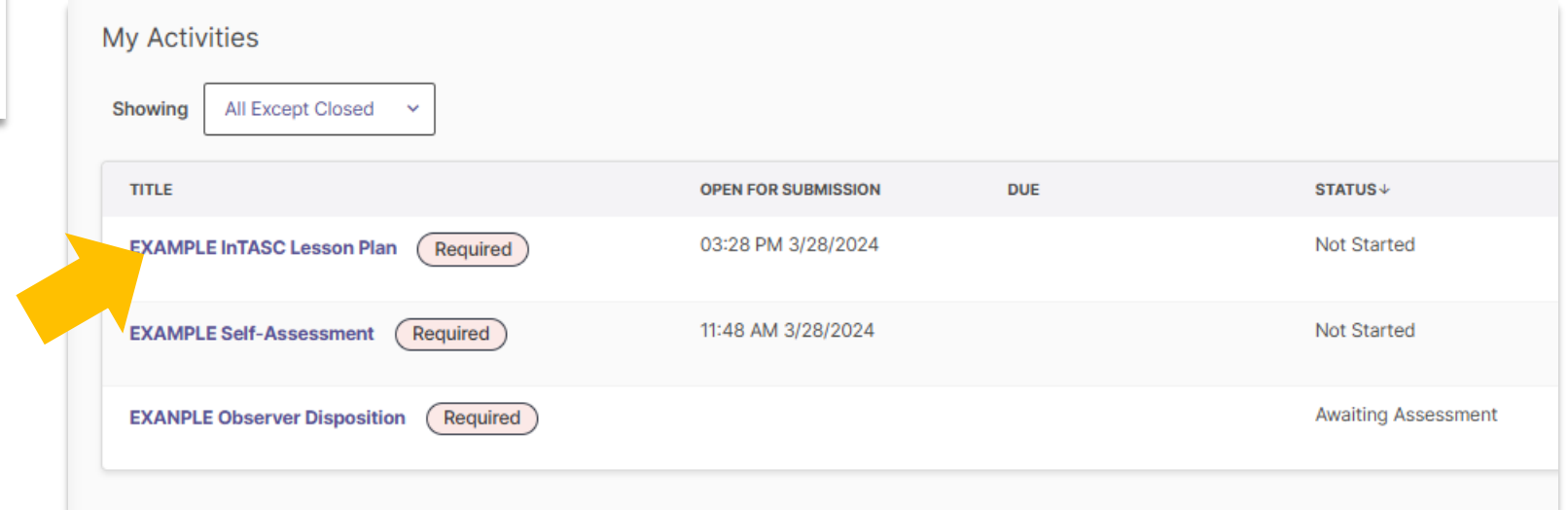
SP24 Sample VIA Course Internship

202410  
02/05/2024 — 08/08/2024

Instructors (2)  
 Marie Curie

► Show Activities (2)

Then, **CLICK** on an assessment.



My Activities

Showing All Except Closed ▾

TITLE	OPEN FOR SUBMISSION	DUE	STATUS↓
<a href="#">EXAMPLE InTASC Lesson Plan</a> <span>Required</span>	03:28 PM 3/28/2024		Not Started
<a href="#">EXAMPLE Self-Assessment</a> <span>Required</span>	11:48 AM 3/28/2024		Not Started
<a href="#">EXANPLE Observer Disposition</a> <span>Required</span>			Awaiting Assessment

# Submit Work (2)

STUDENT, GMU | SU23 SECONDARY SCIENCE ED 001

## InTASC Lesson Plan

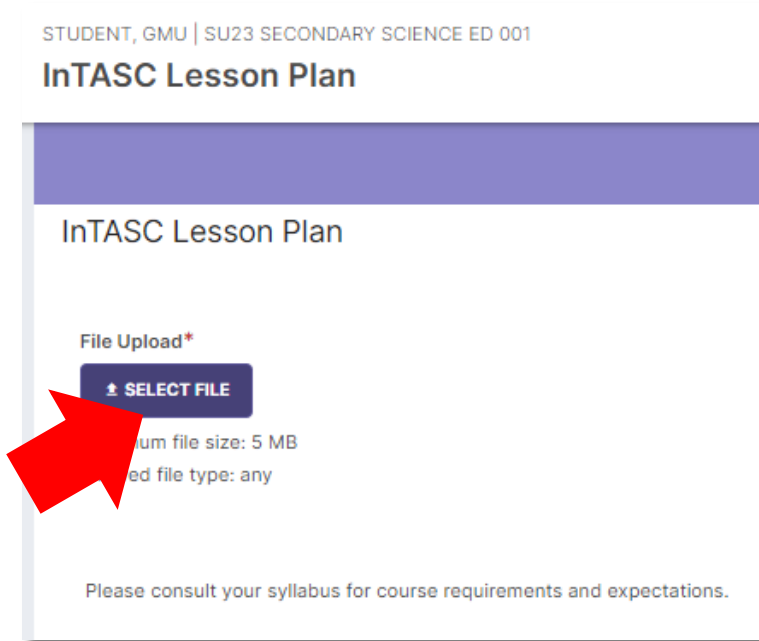
InTASC Lesson Plan

File Upload\*

**SELECT FILE**

Maximum file size: 5 MB  
Allowed file type: any

Please consult your syllabus for course requirements and expectations.



**CLICK** on “Select File.”

### Upload File

Fields marked with \* are required.

**LOCAL FILE** PREVIOUS UPLOAD DROPBOX GOOGLE DRIVE

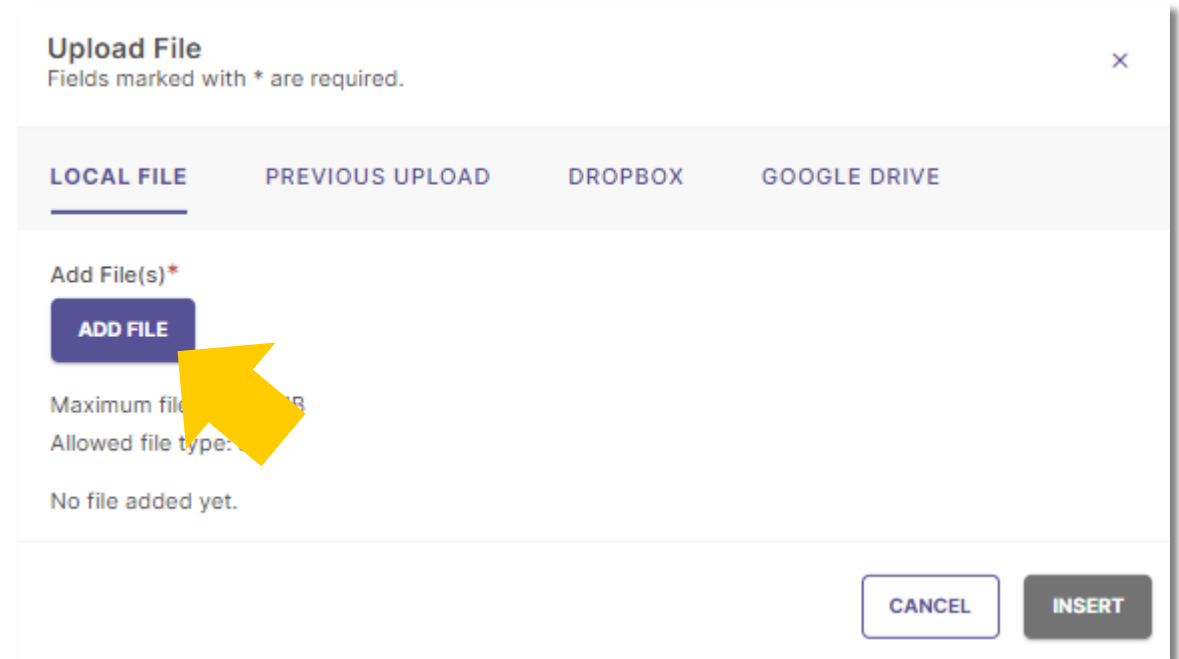
Add File(s)\*

**ADD FILE**

Maximum file size: 5 MB  
Allowed file type: any

No file added yet.

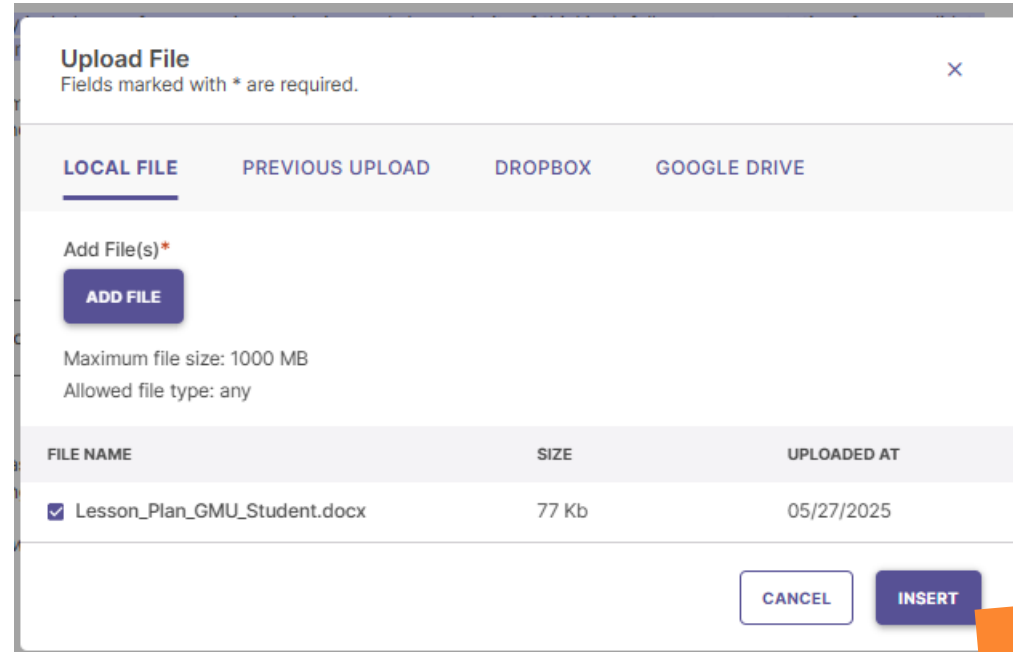
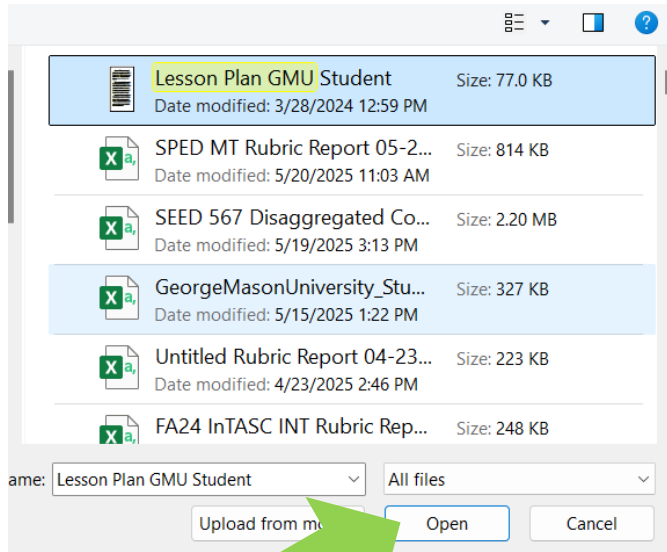
CANCEL INSERT



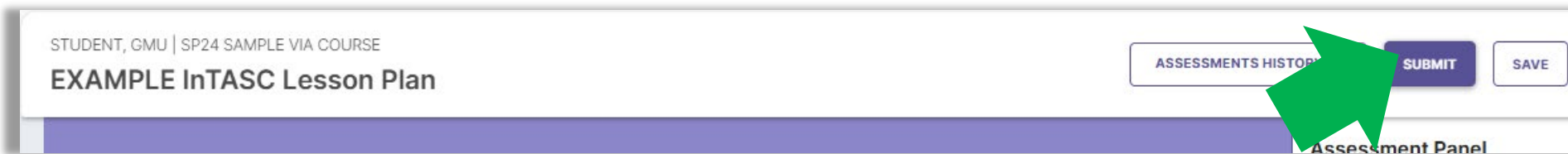
**CLICK** on “Add File.”

\*Upload is optional for the InTASC Lesson Planning and InTASC Internship assessments; please consult your syllabus for program specific submission and grading guidelines.

# Submit Work (3)






Select a file (you may repeat to add additional files), **CLICK** “Insert.”  
At the top right **CLICK** “Submit.”



# Your Work has Been Submitted

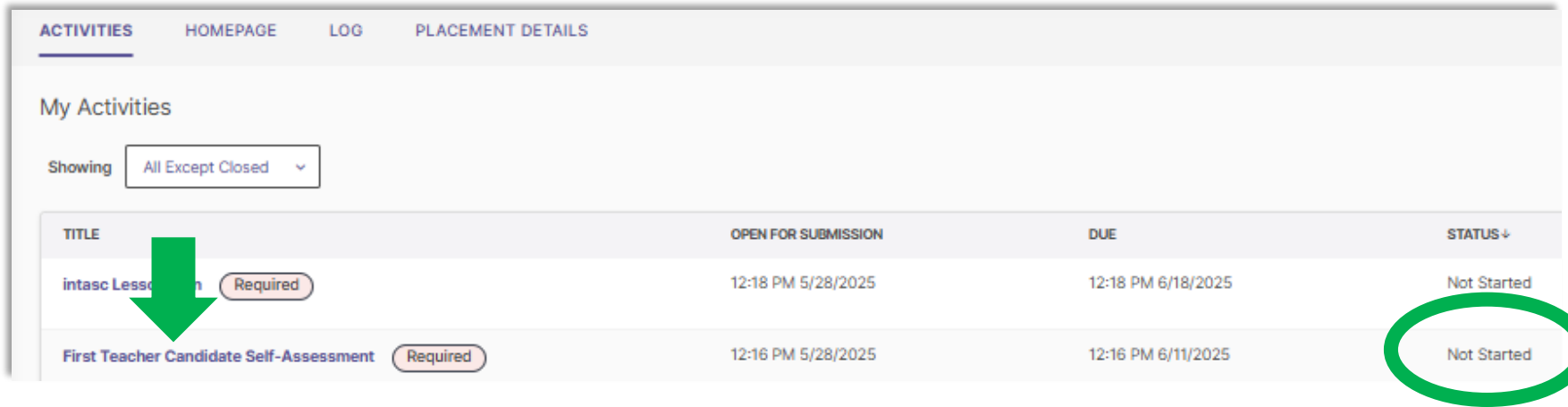
My Activities

Showing All Except Closed ▾

TITLE	OPEN FOR SUBMISSION	DUE	STATUS↓	
EXAMPLE Self-Assessment <span>Required</span>	11:48 AM 3/28/2024		Not Started	
EXAMPLE InTASC Lesson Plan <span>Required</span>	03:28 PM 3/28/2024		Awaiting Assessment	
EXANPLE Observer Disposition <span>Required</span>			Awaiting Assessment	

**Your instructor can now score your work, no further action is required on your part.**

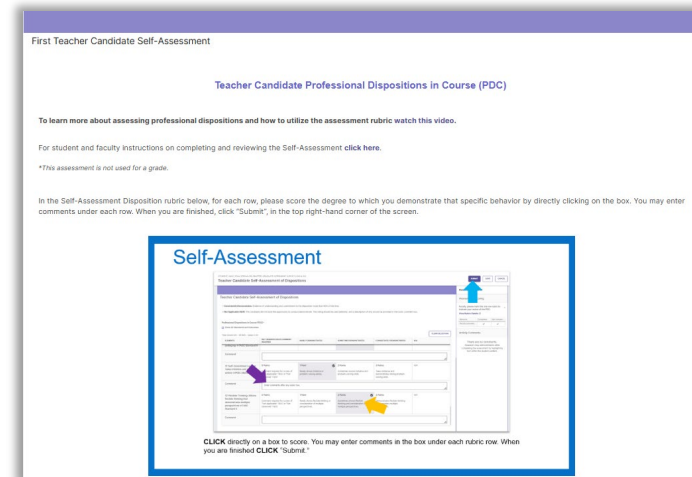
# Self-Assessment (1)



TITLE	OPEN FOR SUBMISSION	DUE	STATUS
intasc Lesson Plan <span>Required</span>	12:18 PM 5/28/2025	12:18 PM 6/18/2025	Not Started
First Teacher Candidate Self-Assessment <span>Required</span>	12:16 PM 5/28/2025	12:16 PM 6/11/2025	Not Started

If you are enrolled in an Initial Licensure Program you may be asked to complete a **Self-Assessment of Dispositions**. You will access this assessment the same way as the course-based assessments outlined on the previous slides.

Please review the instructions before scoring the assessment rubric.



First Teacher Candidate Self-Assessment

Teacher Candidate Professional Dispositions in Course (PDC)

To learn more about assessing professional dispositions and how to utilize the assessment rubric watch this video.

For student and faculty instructions on completing and reviewing the Self-Assessment click here.

\*This assessment is not used for a grade.

In the Self-Assessment Disposition rubric below, for each row, please score the degree to which you demonstrate that specific behavior by directly clicking on the box. You may enter comments under each row. When you are finished, click "Submit", in the top right-hand corner of the screen.

### Self-Assessment

Disposition	1	2	3	4	5	Comments
1. Demonstrates a positive attitude towards teaching and learning.						
2. Demonstrates a commitment to professional growth and development.						
3. Demonstrates a commitment to ethical and legal standards of the profession.						
4. Demonstrates a commitment to collaboration and teamwork.						
5. Demonstrates a commitment to communication and interpersonal skills.						
6. Demonstrates a commitment to cultural awareness and responsiveness.						
7. Demonstrates a commitment to social justice and equity.						
8. Demonstrates a commitment to leadership and advocacy.						
9. Demonstrates a commitment to research and inquiry.						
10. Demonstrates a commitment to reflection and self-evaluation.						

CLICK directly on a box to score. You may enter comments in the box under each rubric row. When you are finished CLICK "Submit".

# Self-Assessment (2)

STUDENT, GMU | SU25 EXAMPLE VIA COURSE 001 23232

## First Teacher Candidate Self-Assessment

**SUBMIT** **SAVE** **CANCEL**

### First Teacher Candidate Self-Assessment

Total Score 2/3 - 66.67% - Mean 2.00 CLEAR SELECTION

ELEMENTS	NOT OBSERVED (N/O) COMMENT REQUIRED	RARELY DEMONSTRATES	SOMETIMES DEMONSTRATES	CONSISTENTLY DEMONSTRATES	N/A
1-Attendance Active engagement including arriving on time and staying the entire session as applicable InTASC Standard 9	<b>0 Points</b> Comment required for scores of "Not Applicable" (N/A) or "Not Observed" (N/O)	<b>1 Point</b> Rarely attends sessions and/or is present for full duration of the session. (For online classes, does not regularly adhere to online module schedule.)	<b>2 Points</b> Sometimes attends sessions, arrives on time, and stays for the entire duration. (For online classes, sometimes adheres to online module schedule.)	<b>3 Points</b> ✓ Attends all sessions, arrives on time, and stays for the entire duration. (For online classes, fully adheres to online module schedule.)	N/A
Comment	Enter comments here.				
2-Prepared for learning activities Preparedness for class, bringing necessary materials, and completion of readings InTASC Standard 9	<b>0 Points</b> Comment required for scores of "Not Applicable" (N/A) or "Not Observed" (N/O)	<b>1 Point</b> Rarely brings necessary materials and does not complete readings. (For online classes, rarely accesses course materials and rarely complete readings for each online module).	<b>2 Points</b> Sometimes brings necessary materials and completes readings. (For online classes, sometimes accesses course materials and sometimes completes readings for most online modules).	<b>3 Points</b> Brings all necessary materials and completes all readings. (For online classes, accesses course materials and completes all readings for every online module).	N/A

**Assessment Panel**

Assessment Rating

Faculty, please mark this one row rubric to indicate your review of the PDC: \*

[View Rubric Details](#)

Elements	Completed	Not Completed
Faculty acknowle...	✓	✓

**Activity Comments**

There are no comments.  
Assessors may add comments while completing the assessment by highlighting text within the student content.

**CLICK** directly on a box to score. You may enter comments in the box under each rubric row. When you are finished **CLICK** "Submit."



# Self-Assessment (3)

My Activities

Showing

TITLE	OPEN FOR SUBMISSION	DUE	STATUS↓
<a href="#">intasc Lesson Plan</a> <span>Required</span>	12:18 PM 5/28/2025	12:18 PM 6/18/2025	Not Started
<a href="#">First Teacher Candidate Self-Assessment</a> <span>Required</span>	12:16 PM 5/28/2025	12:16 PM 6/11/2025	Awaiting Assessment

Once you have submitted your Self-Assessment rubric, it will be ready for your instructor to review. Your instructor will review your submission and mark it “Completed,” they may choose to provide feedback as well.

# Internship Surveys

FA24 Special Ed Adapted Graduate Internship Surveys 002 & 003 Internship

202470  
09/20/2024 — 12/12/2024

Instructors (2)  
Kristen O'Brien  
Tracy Teacher

Teacher Candidate Survey Placement 1 Not Started Due in 21 days

A green arrow points to the course title.

FA24 Special Ed Adapted Graduate Internship Surveys 002 & 003

ACTIVITIES HOMEPAGE LOG PLACEMENT DETAILS

My Activities

Filter by All Submission Statuses

	OPEN FOR SUBMISSION	DUE
Teacher Candidate Survey Placement 1 <span>Required</span>	09:55 PM 9/19/2024	09:55 PM 10/10/2024
Mentor Teacher Survey I (to be completed by MT) <span>Required</span>		

A yellow arrow points to the 'Teacher Candidate Survey Placement 1' row.

Students (Teacher Candidates) who are completing initial licensure internships, will be asked to provide feedback on their experience.

**At the end of your placement, please login to VIA/SLL, locate the “Internship Surveys”** course and complete the “Teacher Candidate” Survey. Instructions are provided, and the process is similar to completing the Self-Assessment. Please complete a separate Internship Survey for each placement that you complete.

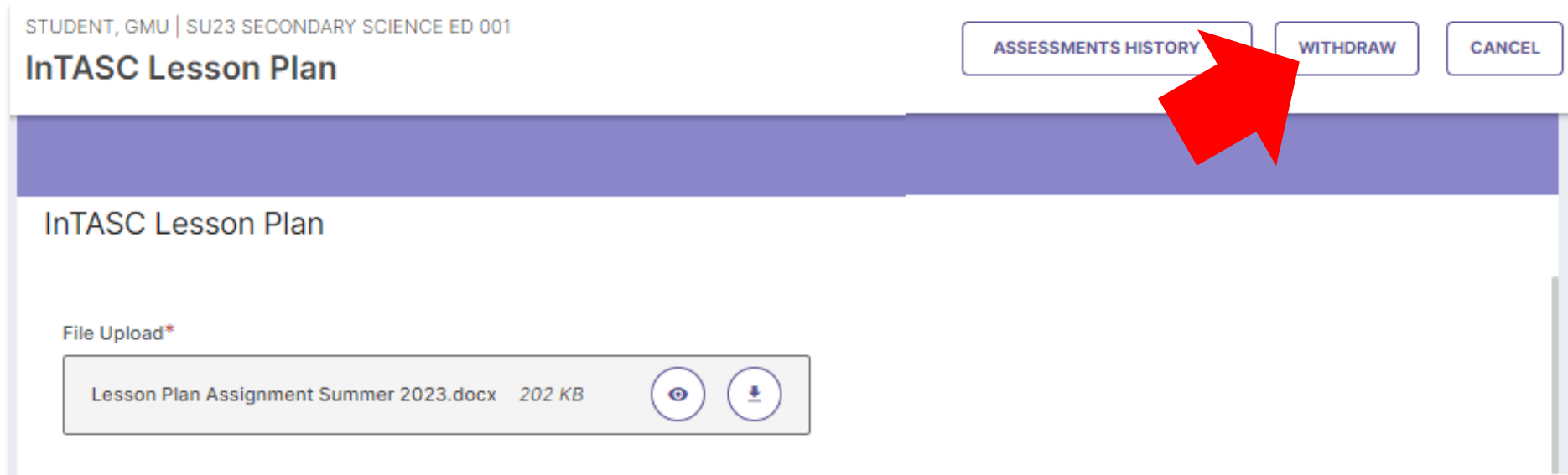
*\*Internship surveys are confidential, only quantitative data and redacted feedback will be shared with your program.*

# Making Changes

## Need to make changes to your submission?

If you have submitted but your work has not been viewed/assessed, you can use the “Withdraw” button.

At the top right **CLICK** on “Withdraw.” You can then delete your original submission and/or upload new/additional files.

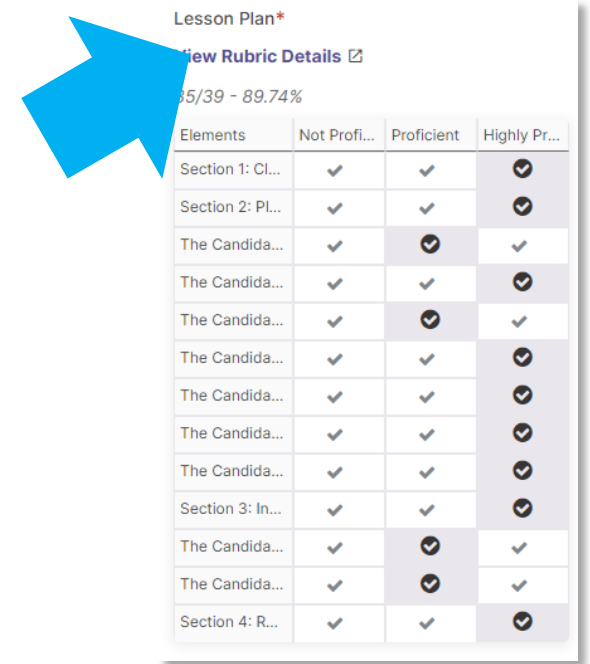


***\*If no “Withdraw” button is visible, your instructor can allow you to make changes by selecting “Undo” and then “Request Revision” (Faculty Instructions).***

# View Results

You can view the results after your instructor has scored your assessment. Simply follow the same steps:

1. **CLICK** on the VIA link on your Canvas course page.
2. **CLICK** on the course title.
3. **CLICK** on the assessment title.
4. The rubric will be visible on the right.
5. View the full rubric by **CLICKING** on “View Rubric Details.”



STUDENT, GMU | INTASC LESSON PLAN

**InTASC Lesson Plan C40** CLOSE

Show all standards

Total Score: 35/39 - 89.74% - Mean 2.69

ELEMENTS	NOT PROFICIENT	PROFICIENT	HIGHLY PROFICIENT
Section 1: Classroom Context - The Candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the cognitive, linguistic, social, emotional, and physical areas of development. InTASC 1 VDOE 1 CAEP 1.1 CAEP CCT: Diversity	1 Point The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners.	2 Points The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels.	3 Points The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom. ✓
Comments	Excellent work!		
Section 2: Planning for Instruction - The Candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners. InTASC 7 VDOE 2 CAEP 1.1 CAEP 1.2 CAEP CCT: Diversity	1 Point The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	2 Points The evidence indicates that the Candidate planned challenging activities using learner- appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge.	3 Points The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning. ✓